

The Impact of Media

Lesson Preparation

Daily Lesson 13	READING	
	TEKS	Ongoing TEKS
	E1.Fig19A E1.12B,D	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> New and different perspectives can be communicated through media. <p>— What effect does the media have on you?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Formality Tone Credibility 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Writer's Notebook (1 per student) Teacher Reader's Notebook (1) Video clip from Daily Lesson 12 (optional) Video of current event of same topic as Daily Lesson 12, but intended for different audience Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 04 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select another video clip of the same current event from Daily Lesson 12, but that is clearly intended for a different audience. Refer to Teacher Resource: English I Unit 04 Writing Appetizer. Prepare accordingly. 	
Background Information	<p>Formality in media – refers to the level of sophistication in language, word choice, appearance, and delivery of media messages</p> <p>Tone in media – the stated or implied attitude and/or reputation of a media outlet (e.g., humorous, sentimental, hostile, sympathetic, neutral, etc.)</p> <p>Steps in evaluation:</p> <ul style="list-style-type: none"> View media presentations on the same subject, but for different audiences (e.g., the same news story relayed on multiple television networks) Identify formality and tone in each presentation Examine and then explain how the formality and tone change for specific audiences and purposes 	

Daily Lesson 13	READING
Teacher Notes	

Instructional Routines

Daily Lesson 13	READING
Duration and Objective	Suggested Duration: 50-60 min. <u>Content Objective:</u> Students evaluate differences in the tone and formality of media intended for different audiences.
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer. 2. Have students review the information they recorded in the Reader's Notebook about the video clip from Daily Lesson 12. Replay if necessary. Ask: Who is the intended audience? Lead a class discussion, referring to specific examples from the video which indicate tone and formality, and therefore an audience. 3. Have students re-create the chart from Daily Lesson 12 for the second video clip. Play the clip, as students fill in the chart with their observations. Replay as necessary.
Learning Applications	<ol style="list-style-type: none"> 1. In Collaborative Groups, students compare, contrast, and evaluate their observations and notes of the two videos and draw conclusions about their differences in tone, formality, and the intended audience. 2. Students engage in Independent Reading.
Closure	1. Ask: How might an audience respond to the first piece of media? How might an audience respond to the second piece? Might different audiences respond differently? Discuss responses.